

P-12 Biliteracy Block Grant

Objective

The P-12 Biliteracy Block Grant will provide a comprehensive framework and funding structure to support the expansion of biliteracy in California by investing in early childhood and K-12 systems that promote dual language programs, provides professional development for P-12 educators to improve the ways in which they support dual language and English learners, and to recognize children and students who achieve proficiency in multiple languages.

Major Components

- State Recognition of Exemplary Bilingual Preschool and Primary Education Programs

The bill should require the SPI to establish a work group to develop recommendations regarding the creation of a Seal of Early Biliteracy under the California School Recognition Program *comprised* ~~that includes~~ *of* early child education providers, ~~and~~ teachers, K-3 teachers, ~~and~~ researchers ~~or other~~ *and representation from* professional *organizations* with expertise in bilingualism and biliteracy. The program would ~~award~~ *provide state recognition of* dual language preschools, *and biliteracy programs of* elementary and middle schools based on a set of criteria *and award process* to be developed by the work group and approved by the SPI. *The California Department of Education would administer this program.* This may have nominal costs to the Department of Education unless this work can be funded through the CDE foundation.

- **Professional Development** for K-12 credentialed teachers and Child Development Permit holders

The bill will include two provisions with respect to PD. The first provision is professional development to support the credentialing of bilingual K-12 educators (using the Bilingual Educator Block Grant as a framework). The second provision will expand on the DLL investment from last year.

Ideally, we would try to secure a multi-year investment, totaling \$60 million, to be awarded over the next three fiscal years.

- \$10 million will be appropriated each year to support K-12 local educational agencies
- \$10 million will be appropriated each year to support early childhood education providers contracted by the Department of Education

- **Multi-Year Investment to Establish and Expand Dual Language Programs**

The bill will include a multi-year investment, totaling \$12 million, to support the start-up or expansion of Dual Language Programs in early childhood education and K-12 systems, to be awarded over the next four fiscal years.

- Up to \$9 million will be appropriated each year to support K-12 local educational agencies
- At least \$3 million will be appropriated each year to support early childhood education providers contracted by the Department of Education

- **Bilingual Teacher Preparation Programs**

Allocate \$ 10 million, \$2 million annually, to support existing bilingual teacher preparation programs.

- **Local Match Requirement**

The bill will require a 25% local match for the Start-up and Expansion Dual Language Grant Program that could come from state, local, federal or in-kind contributions.

- Co-Sponsor with Californians Together & Early Edge
- Budget allocation required.

BILL CONCEPT: EL ROADMAP

Objective:

To establish the California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners (EL Roadmap) Initiative to convene Professional Learning Networks to strengthen and improve policies, programs and practices for English learner students and to conduct statewide training. This Initiative is to be co-administered by CDE and CCEE.

Purpose:

- Build capacity in school districts, county offices of education, and charter schools for implementation of the EL Roadmap.
- Inclusion of the EL Roadmap at every level of California's System of Support; Levels I, II and III.
- Establish connections to the LCAP and Title III Plan leading to meaningful goals and outcomes requiring full access to curriculum, assuring meaningful progress toward attaining academic English proficiency and closing gaps in academic achievement for students who are English Learners.
- Implementation of instructional programs that effectively develop academic content knowledge, discipline, specific practices, academic language and bilingual/biliterate proficiency.
- Identifying and emphasizing quality models for professional development regarding the English Learner Roadmap.
- Establishing alignment and articulation of the EL Roadmap across and within state and district systems.

ELEMENTS:

- To be co-administered by CDE & CCEE and an appointed lead agency in consortium with professional organization(s) with expertise on English Learners and the EL Roadmap.
- Establishes a 3-year grant program.

- Eligible applicants are County Offices of Education, school districts, charter school consortium, or non-profit organizations with demonstrated expertise in providing professional development specific to EL instruction, services and programs.
- Eligibility Criteria: 1) Demonstrated expertise on the 4 Principles and Elements of the EL Roadmap, 2) demonstrated expertise on instruction, services and programs specific to students who are English Learners, including bilingual programs, 3) demonstrated expertise on assessments in Spanish and other languages in addition to English; 4) demonstrated expertise on the levels of support in the system of support; and 5) ability to coordinate and calibrate assistance and support to county offices of education, school districts and charter school consortium.
- Convening of PLNs at least four times a year to share best practices, support materials etc.
- Provide annual review of PLNs. Provide a 3-year report to the Legislature on the Initiative.
- Allocate million 3 million annually for a total Of 3 years.